

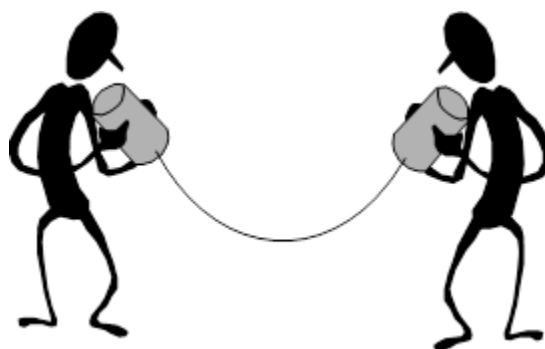


SINI 4 Spotlight

Volume 3 Number 2½

November 2012

Just a few notes to share – this won't be a full issue of *Spotlight* but I had a couple of things to share with everyone and this is the easiest template to use. Let me know what questions you have about the process or the *Steps to Success* tool. I'll share your questions and the answers with the "group" for the benefit of all.



Reminder: Recommended tasks and timeline:

- Complete assessment of the Rapid Improvement Indicators – **Dec - Jan 2013**
- In-person meeting to review strategies for developing the plan – **January 2013** (details TBD)
- Finish drafting plans for priority objectives – **March 2013**
- Gather feedback on draft plan from stakeholders – **April 2013**
- Submit plan with associated components to NH DOE – **May 2013**

Volume 3, Number 2½ , November 2012

CONTENTS

Retrieving Reports from Steps to Success

Coaching Review Completed

Evidence of Instructional Practices

(repeat reminder) Judging Priority

2012 SINI 4 Contacts – *PLEASE* Check and Send Corrections



Retrieving Your Work from Steps to Success

During the Process Manager teleconferences in September, I reminded everyone of the three responsibilities of the Process Manager

To enter the results of team assessments in the web based tool;

To retrieve information from the web based system; and


To advise/assist the Team Leader to choose the most suitable reports to share the results of the team's work with other stakeholders.

From my coaching review of your work, it looks like everyone is able to post information into the system. Now that many of you are making progress through the assessments, it's time to retrieve information from the web based tool to share within the team as well as with others not directly participating, including District staff, parents, and perhaps School Board.

Here are some suggestions for retrieving the information you want to share in a format that's (generally) easy to manipulate into whatever vehicle or venue you want to use – website, PowerPoint, "prezi" or other. Suggested reports are described according to the kind of information you want and what you want to do with it:

Purpose: Our teacher teams have assessed and posted their indicators. Our SINI Team needs to review their findings and corroborate and supplement their evidence.

Retrieval Instructions:

1. Go to your school's Main Menu page (the colorful graphics).
2. Put your cursor on RESOURCES and REPORTS at the top of the page. Select REPORTS.
3. Locate the report, Detailed Report of Assessed Indicators.
This report includes everything that's entered for every one of the indicators your teams have assessed.
4. To EXPORT, locate the Export icon  at the top of the page.
If posting the full report/ document on a website or shared workspace, choose PDF format.
If you'll want to cut and paste or make text edits, choose WORD format.
5. When asked, choose SAVE AS (or the save icon on your browser) and GIVE THE DOCUMENT an identifiable name (e.g., Mt. Adams Nov 2012 Full Report). Select the location on your computer or your shared workspace where the document will live.

Purpose: No, No, No! We don't want to kill trees and print out 14 pages of full assessments of the indicators!!! We just want to look at a few that might need extra attention.

Retrieval Instruction:

1. If you only want to examine a select few of the indicators you've assessed, go to REPORTS from the School Main Menu page as before.
2. Scroll down the list of reports to find the *Indicator Checklist Report*.



This report shows a full list of the indicators you've assessed with a Check Box ☒ to the right of each indicator.

3. Put a check in the box for each of the indicators you want to retrieve.
4. Select REPORT at the top or bottom of the page.
5. Follow the advice above for EXPORTing and saving the report of the indicators you selected.

Purpose: We think we're rating too many of the indicators as High Priority. Is there any way to see a list of the indicators sorted by Index score? (remember: Index score = priority X opportunity).

Retrieval Instructions.

1. To retrieve a report of the indicator ratings you've entered, go to REPORTS again from the School Main Menu page.
2. This time, select List of Indicators Included in Plan.

*** BEWARE – The phrase “In Plan” appears everywhere in Indistar but it is NOT ACCURATE for our NH use of the tool. In its early design, some states required schools to develop a plan for EVERY ONE of the indicators of best practices. In NH, we have recommended that you assess every one of the indicators, but ONLY PLAN for those you have determined are the HIGH PRIORITY practices that will lead to improved student achievement. SO, IGNORE the phrase “In Plan” when you see it. ***

3. When the *List of Indicators* opens up, you see all the indicators you've assessed with the Index Score to the right. Click on the arrow to the right of *Index* to sort the list by score. Click again to reverse the sort (hi – low/ low- high).
4. EXPORT this report and save or print as you wish following the instructions above.

Process Managers and Team Leaders should spend some time wandering through the other reports available from the online tool. Some of the newer reports are designed to help schools who are in their second, third or fourth year of using the tool to monitor and refine their plans.

Coaching Comments

I completed a coaching review of your work this past week. You'll receive an email and link so you can see the message. (I omitted those who are using their own consultants.)

Please accept my invitation to call or email if you have questions or need advice to move your work forward.

Evidence of Classroom Practice

I'm pleased to see that several of you have "indicators of effective teaching" in place and in use in your schools or districts to monitor what's going on in classrooms. Some of you are using Danielson, others Marzano, and still others the Reeves/ Leadership and Learning rubrics. It's exciting to see that you are systematically collecting evidence of classroom practice using these chosen indicators of best practice. You can cite this evidence when you complete your assessment of the *Steps to Success* indicators.

Other schools do not have an identified set of indicators to date but are working to reach agreement as they refine their teacher effectiveness/ evaluation protocols.

I have a suggestion for an easy way to collect evidence of classroom practice that can inform your assessment of the *Steps to Success* indicators. On the following pages are two surveys of classroom practice, one for faculty to complete and one for students. The instructional practices included in the one page survey are those defined as best practices in the Indistar indicators.

There are several ways you might use these:

1. Have each teacher complete – anonymously -- the two questions for each indicator – the use of the practices and the importance of it. Collect, tally and review at the SINI Leadership meeting when examining the indicators.
2. Have teacher teams (instructional teams/ grade level teams/ cross grade level teams) complete the survey as a group, inviting them to discuss what the practice looks like in each classroom. Emphasize the importance of providing evidence or examples from their discussion when they return the survey. Collect team reports and review at the SINI Leadership team meeting.
3. Distribute the Student Survey to a selected focus group of students whose wisdom and maturity you respect. Compare student responses with teacher or team responses to derive the most accurate assessment of classroom practice. Don't forget to include students who receive special education services, recognizing that the survey may require additional editing to make the language clear.
4. Have a select group of parents take the Student Survey home to ask their children about instructional practices at your school.

You know that asking about instructional practice raises anxiety among faculty, so your careful attention to the professional relationships in your building should guide your decisions about how to use these surveys. Keeping response anonymous is one way to ease concern, but many of you are small schools where remaining anonymous is hard to do!

Let me know how this works out if you decide to use it.



Responder identifier : (last 4 digits of phone number) _____

FACULTY REPORT OF CLASSROOM INSTRUCTIONAL PRACTICES**SCHOOL NAME:** _____ **DATE:** _____

Check one box for implementation and one box for importance for each practice.						
Extent Practice is Used in Your Classroom			Instructional Practices (Indistar/ Steps to Success Indicator)	Importance of Practice for Student Learning		
OFTEN	SOME TIMES	RARELY	General Classroom Practices	HIGH	MED	LOW
			All teachers review the previous lesson. (IIIA08)			
			All teachers clearly state the lesson's topic, theme, and objectives (IIIA09)			
			All teachers use modeling, demonstration, and graphics. (IIIA11)			
			All teachers explain directly and thoroughly. (IIIA13)			
			All teachers re-teach when necessary. (IIIA17)			
			All teachers review with questioning. (IIIA19)			
			All teachers summarize key concepts. (IIIA20)			
			All teachers use a variety of instructional modes. (IIIC05)			
			Classroom Assessment			
			All teachers maintain a record of each student's mastery of specific learning objectives. (IIIA05)			
			All teachers assess student mastery in a variety of ways. (IIIA40)			
			Motivation and Management			
			All teachers stimulate interest in the topics. (IIIA10)			
			All teachers encourage students to check their own comprehension. (IIIA26)			
			All teachers interact instructionally with students (explaining, checking, giving feedback). (IIIA31)			
			All teachers interact managerially with students (reinforcing rules, procedures). (IIIA32)			
			All teachers display classroom rules and procedures in the classroom. (IIIC08)			
			All teachers reinforce classroom rules and procedures by positively teaching them. (IIIC10)			
			Home Connection and Engaging Family Support			
			All teachers check, mark and return homework. (IIIB03)			
			All teachers systematically report to parents the student's mastery of specific standards- based objectives. (IIIB06)			

Evidence/ Examples: _____

STUDENT SURVEY OF INSTRUCTIONAL PRACTICES

School: _____ Subject Area/ Grade: _____ Date: _____

Check the box that best fits your classroom experience.			
Extent Your Teacher Uses This Practice			Instructional Practices
OFTEN	SOME TIMES	RARELY	General Classroom Practices (Indistar/ Steps to Success Indicator)
			My teacher reviews the previous lesson. (IIIA08)
			My teacher clearly states the lesson's topic, theme, and objectives (IIIA09)
			My teacher uses modeling, demonstration, and graphics. (IIIA11)
			My teacher explains directly and thoroughly. (IIIA13)
			My teacher re-teaches when necessary. (IIIA17)
			My teacher reviews with questioning. (IIIA19)
			My teacher summarizes key concepts of the lesson. (IIIA20)
			My teacher uses a variety of teaching procedures. (IIIC05)
			Classroom Assessment
			My teacher keeps a record of my mastery of specific learning objectives.(IIIA05)
			My teacher tests my learning in a variety of ways. (IIIA40)
			Motivation and Management
			My teacher makes lesson topics interesting. (IIIA10)
			My teacher encourages me to check my own comprehension. (IIIA26)
			My teacher explains assignments, checks my work and gives me feedback. (IIIA31)
			My teacher explains rules and procedures for class work. (IIIA32)
			My teacher posts rules and procedures in the classroom. (IIIC08)
			My teacher reinforces classroom rules and procedures by positively teaching them. (IIIC10)
			Home Connection and Engaging Family Support
			My teacher checks, marks and returns homework. (IIIB03)
			My teacher reports my learning progress to my parents. (IIIB06)

Evidence/ Examples: _____

REPEAT REMINDER -- Rating “priority” -- linking indicators to outcomes*(this was in the previous issue; worth reviewing as you go through your assessments)*

When you are asked to rate the **priority** of an indicator, remember to assess not the *value* of a practice but rather its *degree of impact* on student learning. After all, each of the practices described in the indicators are valuable practices – there is evidence showing that they make a difference in many classrooms and schools. What matters to you is how much of an influence the practice will have on the learning of your particular students – if fully and effectively implemented.

Here are some questions to ask as you try to sift through the many, many good practices to determine those that are high priority because they have a significant influence on student learning:

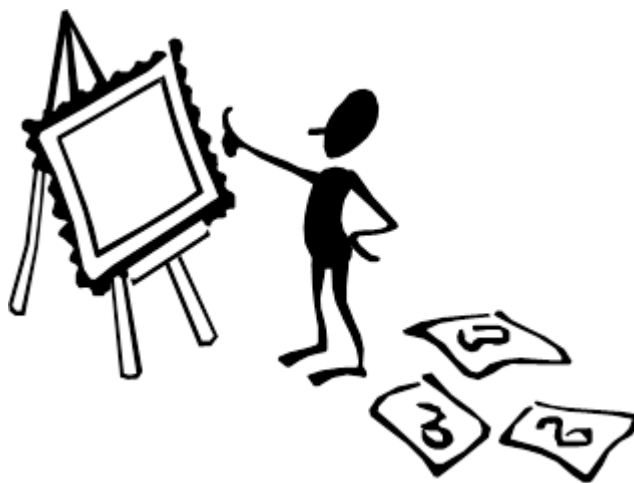
(from Practice Assessing an Indicator protocol)

What is the **priority** of this practice for your school’s improvement?

- a. How much would this practice – if fully and effectively implemented -- contribute to improved student achievement? Choose a High Priority rating if its implementation offers substantial promise of improved student learning, more effective teacher practice, and/or more efficient organizational operations.
 - *What does your student outcome data say are the groups of students who are struggling the most to meet rigorous academic targets?
 - *What does your student outcome data say are the specific areas of weakness your students demonstrate? (i.e., reading comprehension; computational fluency; etc.)
 - *Is the practice described in this indicator one that is known to have a strong influence on this area of weakness? (Refer to the instructional practice guides for your school’s curriculum.)
- b. Is this practice something you’ve been striving for already? If so, give it a High priority rating.
 - *Do your professional learning communities have clear purposes and deliverables?
 - *Are professional learning activities linked to indicators of effective teaching? (many NH schools are adopting the Danielson or Marzano indicators of effective teaching; are you considering taking that step?)
- c. Does this practice complement existing reform initiatives in your school or district? If so, rate it a High priority.
 - *Are you implementing a response to instruction (intervention) approach? Rate highly those indicators related to RtI practices – adjusting core instruction in response to student data; providing enrichment or remediation based on student data



Thinking about “inputs” and “outcomes” and identifying the link between the *Steps to Success* indicators and student performance can help schools make the best choices for their improvement efforts. Don’t leave student data in the file cabinet. Bring it in to the conversation about the indicators to help answer the “now what?” question – we know our students are weak in these areas, but now what do we do to change those results?



I hope you find this newsletter helpful. Please contact me if you have suggestions for items to include in a future issue or recommendations for improvement. BE SURE to distribute this to your team members and others who might find this information useful. Thanks!

Dr. Karen Laba, NH Consultant for School Improvement

karen.laba@doe.nh.gov; (c) 603 969-0988; (h) 603 743-5129 karenlaba@comcast.net



2012 SINI 4 Cohort Contacts

Please review the information on the following list and let me know of additions or corrections.

2012 SINI 4 (Restructuring Planning Year) -- Contacts

School	Principal	Process Mgr	District Liaison	Consultant
Allenstown ES	Lynn Allen		Kasey Landry-Filion	
Bakie ES	Deborah Bamforth	Marianne Klemarczyk	Ellen Hume-Howard	
Barnstead ES	Timothy Rice	Linda Nelson -	John Fauci	
Barrington ES	Mary Maxfield		Gail Kushner	Pam Clark
Bartlett ES	David Bousquet		MaryClaire Barry	
Belmont MS	Aaron Pope			
Bethlehem ES	Shelli Roberts	Annalisa Blake	Paul Williams	
Bristol ES	Dana Andrews	Elisa MacDonald -		
Broken Ground ES	Susan Lauze		Donna Palley	
Center Woods ES	Jess Potter		Pam Shepard	
Charlestown Prim S	Lynn Carey	Lori Landry	Lorraine Landry	
Concord Senior HS	Eugene Connolly			
Derry Village ES	Steve Miller	Chris McCallum	Cara Donati	
Dr. H.O. Smith ES	Scott Baker	Melanie Curren	Diane Hampoian	
Hills Garrison ES	Marilyn Martellini	Mary Levesque	Mary Ellen Ormond	
John Stark Regional HS	Christopher Mosca			
Maple Avenue ES	Dan Cherry	Brynn Kane	Cory LeClair	
Matthew Thornton ES	Carol Mack	Carol Mack	Andy Corey	
Milton ES	Chuck Mills	Jocelyn Young		
North Londonderry ES	Mary Coltin		Mary K. Coltin	
Nottingham ES	Michelle Carvalho	Maryclare Heffernan	Anne Kebler	
Pelham ES	Thomas Adamakos	Mrs. Michelle Viger	Amanda Lecaroz	
Rollinsford Grade Schl	Kate Lucas	Lindsey Kaichen		
South Londonderry ES	Linda Boyd			
Southwick School	Richard Hines	Karen Dow	Suzan Gannett	
William Allen School	Christopher Foley	Andrea Learnard	Mary Moriarty	
Woodland Heights ES	Dennis Dobe	Joanna Bergman	Terri Forsten	

